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ABSTRACT

The Public Authority for Applied Education and Training (PAAET), the only postsecondary institution in Kuwait other than Kuwait University, brings together four technical-vocational colleges (Basic Education, Business Studies, Technological Studies, and Health Sciences) on separate campuses for males and females. PAAET's Measurement and Evaluation Center has undertaken an extensive course and instructor evaluation project that focuses on students' reaction to course materials and on the instructor's ability to teach. This type of evaluation is extremely difficult in Kuwait in a culture in which the teacher is the sole authority, and students are viewed mainly as receivers. Procedures were developed to keep the identity of faculty and students confidential, and faculty participation was optional. The Center hopes to use evaluation results mainly for faculty professional development. The Course and Instructor Questionnaire that was developed is a 38-item five-point scale, grouped after completion into 5 instructor scales and 1 course scale. Responses of 19,899 students from 1993-94 and 1994-95 were negatively skewed; almost none of the instructors were rated below average. Items related to course content, rather than course usefulness, received generally higher ratings. Ratings assigned to the six scales varied considerably during the two academic years, and there were wide differences among the ratings assigned at the four colleges. It is recommended that, as the use of instructor evaluation by students is refined in Kuwait, results be used for formative, rather than summative, evaluation purposes. (Contains 2 figures, 7 tables, and 17 references.) (SLD)

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ED 401 292

STUDENT EVALUATIONS OF COURSES AND INSTRUCTORS

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AT PAAET

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The Public Authority for Applied Education and Training

Measurement and Evaluation Center

1995

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INTRODUCTION

Seldin (1989) rated student ratings as the second most frequent of the four data sources for the evaluation of teaching, only a fraction of a point behind the predominant source, the department head's input. Ory and Parker (1989) found that 100 percent of forty large research universities collected student ratings as part of the evaluation data. Also, student ratings have evolved from a voluntary, student-initiated activity into a mandatory, or strongly encouraged administration-initiated endeavor (Ory, 1990).

Centra (1993, p. 53) rated reliability coefficients of .70 and .90 respectively as acceptable and excellent. Derry (1977) reported .88 as the average reliability coefficient of a Cafeteria rating form from which the items in this study have been selected. Reliability is defined in two ways: First, the instrument's ability to produce stable responses from one time to another in a given course; and second, a consistency (or degree of agreement) among respondents (Arreola and Alleamoni, 1990).

Instructors, through a process of identifying their strengths and weaknesses "have been able to use student ratings to identify problems and rectify them" (Arreola and Aleamoni, 1990). The success or failure of course and instructor evaluation depends on the instructor's willingness to use the student ratings to improve teaching practices. However, the chances are that an instructor may realize his/her weak points but may need assistance to rectify them. Therefore, in order to succeed, the course and instructor evaluation needs to be linked up with the faculty development program in which

instructors are provided with training in the areas in which they need to improve their teaching and other academic practices.

The two programs - faculty evaluation and development - must work in concert because this way will both programs stand a reasonable chance of achieving their common goal "to improve instruction and enhance faculty performance" (Arreola and Aleamoni, 1990).

Since the establishment of the Measurement and Evaluation Center (MEC) at the Public Authority for Applied Education and Training (PAAET) in 1986, faculty evaluation has been increasingly accepted by the faculty members and the administration. As a result, the center has legalized its existence in the PAAET administration. It is likely that the faculty evaluation will continue with or without the existence of MEC. However, without the center, evaluation will occur informally; that is, "capriciously, without a system of checks and balances to counter gassip and hearsay" (McKnight, 1990).

PAAET, the only postsecondary institute besides Kuwait University, was established in 1982 to bring the four technical-vocational colleges (Basic Education, Business Studies, Technological Studies, and Health Sciences) under one organization aiming at providing the Kuwaiti labor market with "required middle level manpower in various fields of production and services ..." (Ministry of Education, 1979).

Today, there are over 13600 students at the four PAAET colleges (PAAET, 1995, p. 14) studying at separate campuses for male and female students, with the total female population exceeding that of

males, 57% and 43% respectively (PAAET Computer Center, 1988-89, p. 5). Since its establishment, PAAET has endeavoured to achieve the main purpose of its mandate by providing skilled technical labor force, as well as by increasing the effectiveness of its systems and staff (PAAET, 1994-95, p. 5).

The Project:

It is the first extensive course and instructor evaluation project, undertaken by the MEC, which focuses on students' reaction to course materials and on instructor's ability to teach. The results are used to advise faculty members about the role of evaluation in improving their teaching effectiveness, and has encouraged them to participate in the project.

However, the accomplishment of this task was not an easy job in a culture where teacher is the sole authority who views students as mainly receivers. In the author's most recent study (Safi, 1995) the most common method of teaching for over 93% of the faculty members was lecture in which "students have little or no active involvement, while the teacher is very active" (Centra, 1993, p. 25). Therefore, asking students to express their viewpoints about the instructor's performance and the course materials has been a challenge to the traditional Arab system of teaching and learning.

The Center follows certain procedures to keep the identity of both faculty and students confidential so that neither feel threatened by its use. First, the Center sends a confidential summary

of the course results to participating instructors after the semester's final grades are announced to the students. In addition, student responses to the open-ended question are typed to further keep the identity of individual student. Second, student evaluation information is made available during the first week of the next semester allowing sufficient time for faculty members to make instructional decisions on the basis of the results.

Since participation is still optional and that is the way it is supported at present by the PAAET administration, the Center tries to invite the largest number of faculty members to participate in the project. The Center also tries to deal with the faculty confidentially without revealing the information to any one else, even to the immediate supervisor (department head).

In addition to the faculty member who receives the summary results of his/her course, group summary results are also mailed to the department head for the courses evaluated in the department, to college deans for courses evaluated at the college, and to the Deputy Director General for Applied Education and Research for courses evaluated at the four PAAET colleges.

The project was introduced in 1993-94, with the Course and Instructor questionnaire, based on student viewpoints. However, in pursuing the project, the long term goal of the Center is to add faculty viewpoints on teaching, student advisement, and faculty research and services to those of the department head's on all of these areas except student advisement. The Center aims at using the evaluation results mainly for faculty's professional development,

suggesting to delay its use for summative purposes until the administration comes up with a well-defined policy and publish guidelines so that the PAAET can minimize bias and avoid the results being used for illegal purposes and, as a result, getting involved in a long and difficult process of letigations.

The Instrument:

The Course and Instructor (CI) questionnaire consists of 38 multiple-choice items listed in two parts: Part I pertaining to course and Part II pertaining to instructor. An open-ended question is presented at the end of the questionnaire. All the items in the questionnaire are stated positively, and a five-point scale is used to specify student responses to each item. The response options together with their respective weights are as follows: Excellent (5), Very Good (4), Good (3), Fair (2), and Poor (1). Responses in the category "Don't Know/Not Applicable" are treated as no answers. Therefore, the mean scores are calculated on the basis of responses in the five categories ranging from excellent to poor.

The questionnaire is administered during the third month of both semesters prior to the final examinations, by MEC employees or by teaching assistants recruited and trained by the MEC staff. Each participating faculty member is informed in advance about administration of the questionnaire in his/her class, and advised to report to the class 20 minutres later than usual, so that his/her presence may not affect the students' ratings as they fill-out the questionnaire (Feldman, 1979)

The copy of the Course and Instructor questionnaire that is administered consists of two parts, listing fourteen items in Part I (Course) and twenty-four items in Part II (Instructor). However, the items are regrouped and assigned to six scales, when the results are mailed to individual faculty members, and others. Five of the six scales deal with instructor and one deals with course material.

The reliability (Alpha) coefficients for the six scales ranged between low .70s and mid .90s, acceptable and excellent respectively (Centra, 1993) The lowest reliability coefficients were reported for Scale I: Time Management (low 70s), the highest for scales II, and IV (low and mid 90s respectively). The reliability of the whole questionnaire was in mid 90s, indicating consistency in faculty performance on teaching as measured by the questionnaire and its six scales.

The correlation coefficients of individual scales with the Course and Instructor questionnaire varied between low 50s and high 80s, all significantly high ($p<.01$), indicating a high degree of association between them. The item-questionnaire intercorrelation coefficients ranged from low 40s to mid 70s ($p <.01$), and the scale-questionnaire intercorrelations coefficients range from low 60s to mid 80s ($p <.01$).

The Results

I. Participating Students:

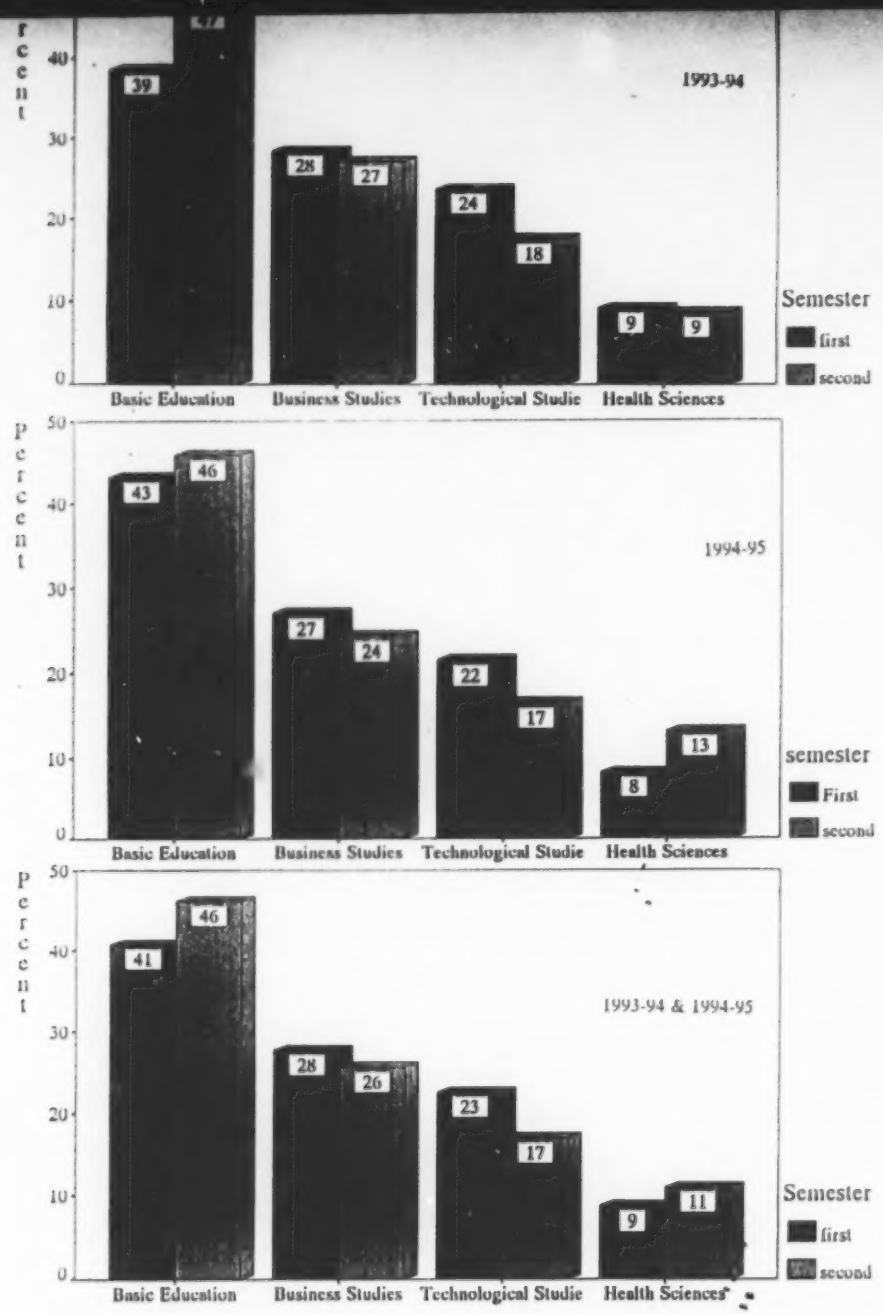
The results presented in this report are based on the responses of 19899 students (10077 in 1993-94 and 9822 in 1994-95) to the Course and Instructor evaluation questionnaire. Percentages of the participating students at the four colleges were as follows: Basic Education 43%, Business Studies 27%, Technological Studies 20%, and Health Sciences 10%. The percentages of participating students by college, for each academic year and for the two years combined, are summarized in Figure 1 and Figure 2.

Figure 1 data show generally similar proportions of the participating students during the two semesters of each academic year. The proportions of students at the College of Basic Education (BE) were more similar during the two semesters of 1994-95 than they were during the two semesters of the previous year, and there was an increase in the proportion of students in semester II of 1994-95 at the College of Health Sciences (HS).

Figure 2 data show that the percentages of male and female students were very similar during the two years, proportion of males exceeding that of females only at TS, whereas almost all participating students at HS were females.

II. Resuts by the Two Parts:

Table I lists the average (mean) ratings for the 14 items in Part I (Course) of the Course and Instructor questionnaire, ranked in descending order according to semester I, 1993-94, ratings.



PAAET Colleges

Figure 1: Percentages of participating students,

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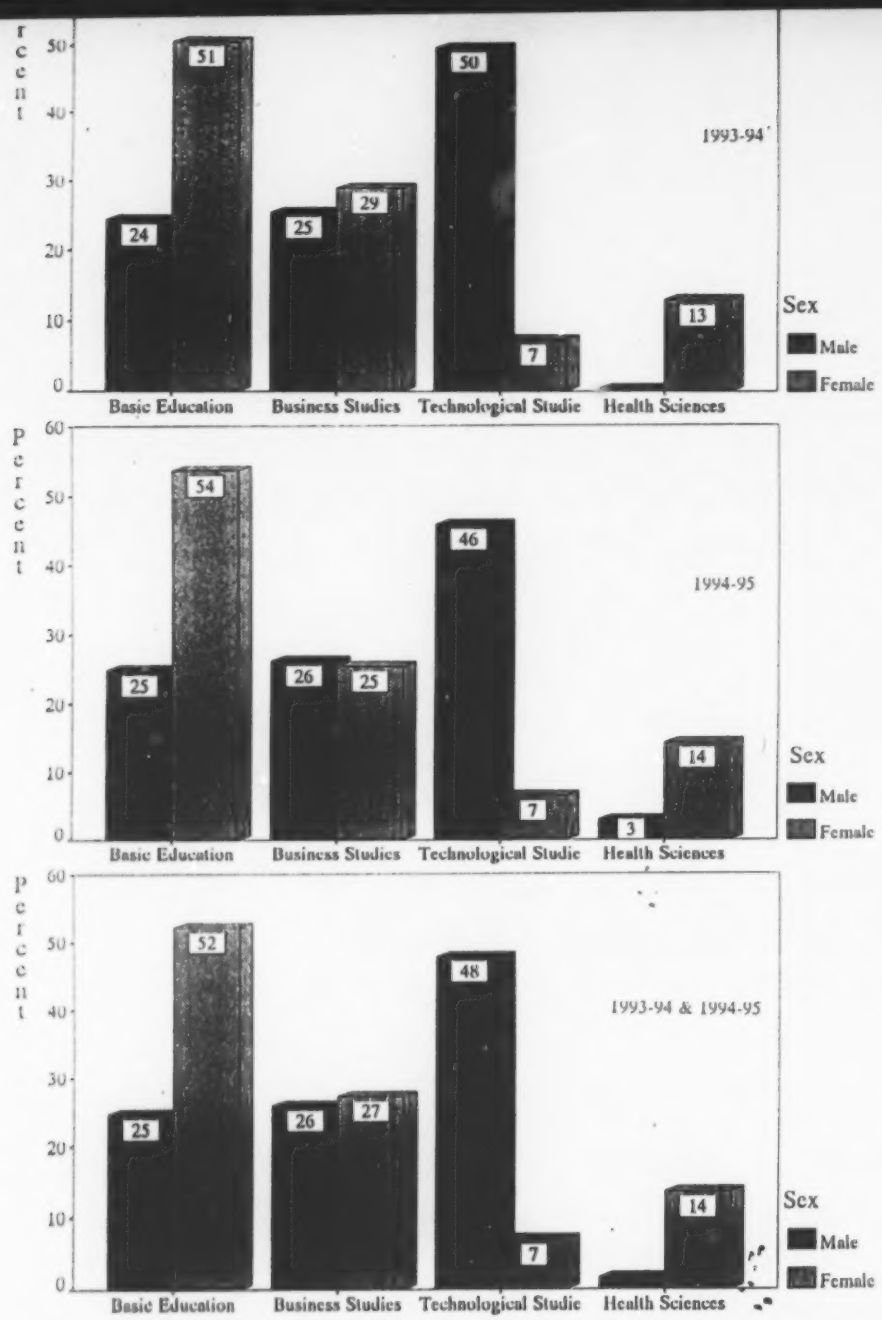

PAAET Colleges

Figure 2: Percentages of participating students,

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Table I: Mean Scores on selected items in Part I: Course

ACADEMIC YEAR	1993-94		1994-95	
ITEMS	Semes. I	Semes. II	Semes. I	Semes. II
Q01. Coverage of course topics	4.1672	4.2625**	4.2795	4.2914
Q02. Interrelat. among course topics	3.9188	4.0220**	4.0312	4.0549
Q03. Appropriateness of content	3.6976	3.7465	3.8270	3.8294
Q08. Course, provide new knowledge	3.6714	3.7303*	3.7460	3.7838
Q07. Student interest in subj. matter	3.6709	3.6646	3.7170	3.7338
Q04. Rel. bet. course content and obj	3.6672	3.7717**	3.7954	3.8458*
Q14. Overall course evaluation	3.6100	3.6550	3.7668	3.7237
Q13. Time, approp. to cover content	3.5684	3.5871	3.7288	3.7166
Q09. Knowl. to analyze new inform.	3.4908	3.5568**	3.6245	3.6575
Q11. Skill, to learn more on oneself	3.4348	3.5345**	3.6178	3.6261
Q12. Distribute course load evenly	3.4198	3.3803	3.5174	3.5182
Q06. Learn. exper., applied to life	3.3260	3.3763	3.4341	3.4923*
Q05. Exper. to learn in other courses	3.2995	3.3432	3.3912	3.4619*
Q10. Desire to learn about sub. mat	3.1404	3.1090	3.2089	3.1539
TOTAL: Course Evaluation	3.5643	3.6148**	3.6826	3.6957

*P<.05 **P<.01

*P<.05 **P<.01

The results show that in general, items rated high or low during semester I, 1993-94, were rated similarly during the remaining three semesters. Items dealing with the course content, namely, its coverage during the semester, interrelation among its topics, and its appropriateness for students, received the highest ratings during both academic years, whereas those dealing with benefits of the course content to enable students to learn in other courses, apply the learning experience to life after graduation, and to learn more about the subject matter, received the lowest ratings.

Results of the one-way ANOVA test indicate significantly higher ratings during semester II, 1993-94, whereas no significant differences were reported between the mean ratings of the two semesters in 1994-95. The results for individual items show

that during 1993-94 six of the 14 items received higher ratings during semester II, namely, covering and interrelating course topics, providing new knowledge to enable students to analyze new information, relating course content to its objectives, and enabling students to learn on their own. The ratings for the two semesters of 1994-95 were more similar, slightly higher ($p < .05$) during semester II for three items, namely: relating course content to objectives, helping students to learn in other courses, and to apply skills to the life after graduation.

Table II lists the average (mean) ratings for selected items in Part II: Instructor, ranked in descending order according to semester I, 1993-94, ratings.

Table II: Mean Scores on selected items in Part II: Instructor

ACADEMIC YEAR	1993-94		1994-95	
ITEMS	Semes. I	Semes. II	Semes. I	Semes. II
K13. Punctu. to meet and dismiss clas	4.3983	4.5565**	4.5511	4.5329
K17. Treatment of stud asking questio	4.3225	4.3500	4.4465	4.4238
K14. Respect for and trust in students	4.3160	4.4167**	4.4884	4.4647
K07. Utiliz. class period for teaching	4.1773	4.2961**	4.3525	4.3848
K04. Speaking clearly and audibly	4.1770	4.2416**	4.3346	4.3226
K24. Overall evaluation of instructor	4.1282	4.1522	4.2719	4.2285
K01. Interrelat various course topics	4.0946	4.1459*	4.2670	4.2585
K03. Making use of examples and illu	3.9481	4.0028*	4.1132	4.0997
K05. Speaking at a suitable pace	3.9357	4.0283**	4.1618	4.1313
K06. Holding stud attention in class	3.9213	3.9721*	4.1001	4.0979
K21. Returning tests & assig. on time	3.9157	3.9744*	4.1220	4.0287**
K20. Tests & assig. requiring ability	3.8137	3.9069**	3.9883	3.9247*
K12. Availability during office hours	3.7595	3.9518**	4.0252	3.9212**
K22. Comments on returened tests	3.6460	3.7351**	3.8776	3.8498
TOTAL (Part II): Instructor	4.0269	4.1099**	4.2123	4.1815

*P<.05 **P<.01

As in Part I, the results show that the items rated high or low during semester I, 1993-94, were rated similarly during the three remaining semesters. Among the highest rated items were the ones dealing with the instructor's ability to meet students in the class and dismiss them on time, treat appropriately students who ask questions in class, utilize the class period for teaching, and speak clearly and audibly. On the other hand, the lowest rated items were the ones dealing with the instructor's ability to evaluate student performance such as preparing tests that required ability not memorization, returning tests and assignments to students on time and with useful comments, and be available to meet students during assigned office hours.

The results of one-way ANOVA test indicate that 20 of the 24 items in this section received higher ratings during semester II, 1993-94. The four items for which the ratings did not differ dealt with instructor's ability to treat appropriately students who ask questions, clarify difficult material, be fair in evaluating student performance, and for his/her overall evaluation.

The results, however, took the opposite trend during the two semesters of 1994-95, in that the ratings during semester II were generally lower. That is, 9 of the 24 items received significantly lower ratings during semester II. These items dealt with instructor's ability to be available during the assigned office hours, prepare tests that require ability, return tests to students on time, demonstrate knowledge of the subject matter, present course material in orderly manner, ecourage and assist students, be considerate of students having honest difference of opinion with him/her, be concerned about

student interest in the course, and be fair in evaluating student performance.

To summarize, the results show that student ratings were significantly higher during semester II, 1993-94, for both parts of the questionnaire. However, the difference between the ratings was less noticeable during the two semesters of 1994-95 for Part I, but showed a slight decline for Part II during semester 2. The ratings for Part II might have reached their ceiling during semester I, 1994-95, whereas those for Part I were getting closer to the ceiling.

III. Results by the Six Scales:

Table III lists the mean ratings for each scale in the top row, and the inter-scale t-test results for paired samples during the two academic years.

Table III: Inter-scale t-test results for paired sample means

SCALE	SCALE I		SCALE II		SCALE III		SCALE IV		SCALE V		SCALE VI	
MEAN	3.9630 (1)	4.0236 (2)	4.2312 (1)	4.2936 (2)	3.9335 (1)	4.0051 (2)	4.1073 (1)	4.1750 (2)	3.9385 (1)	3.9858 (2)	3.5028 (1)	3.5531 (2)
Scale II	**	**										
Scale III	**	*	**	**								
Scale IV	**	**	**	**	**	**						
Scale V	**	**	**	**	NS	NS	**	**				
Scale VI	**	**	**	**	**	**	**	**	**	**		
3.9225(1) TOTAL 3.9620(2)	**	**	**	**	NS	**	**	**	**	**	**	**

*P < .05 **P < .01 (1): 1993-94 (2): 1994-95

The results in Table III indicate that the ratings assigned to the six scales varied considerably during both academic years. The only inter-scale ratings that did not report significant difference, were between scale III and scale V during both years, and between scale III and the total questionnaire during 1993-94. The lowest mean ratings were assigned to scale VI during both years, and the results show that the mean ratings for scale VI were the only ones below the mean ratings of the total questionnaire during both years.

Table IV lists average (mean) ratings for the six scales of the Course and Instructor questionnaire, ranked in a descending order according to semester I, 1993-94, ratings.

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Table IV: Mean Scores for scales by Academic Year

ACADEMIC YEAR	1993-94		1994-95	
SCALE	Semes. I	Semes. II	Semes. I	Semes. II
II. Student-Instructor Relations	4.1350	4.2102**	4.3130	4.2743*
IV. Presentation of the Course	4.0078	4.0786**	4.1852	4.1648
I. Time Management	3.8594	3.9454**	4.0279	4.0187
V. Preparation for the Course	3.8511	3.9398**	3.9744	3.9974
III. Eval. of Student Performance	3.8256	3.9064**	4.0366	3.9735**
VI. Use of Course Material	3.4319	3.4792*	3.5459	3.5601

*P<.05 **P<.01

The highest mean ratings for instructor's ability to teach are reported for Scale II: Student-Instructor Relations, and the lowest for Scale III: Evaluation of Student Performance. Scale VI: Use of the Course Material, received the lowest ratings, lower than those assigned to any scale dealing with instructor. The t-test for independent samples was conducted and the results for the two academic years showed that the mean ratings assigned to all the six scales were significantly higher (P <.01) during the academic year 1994-95.

The results of one-way ANOVA test indicate significantly higher ratings during semester II, 1993-94. However, the ratings were slightly lower during semester II, 1994-95, reaching significant level for Scale II: Student-Instructor Relations, and Scale III: Evaluation of Student Performance. The ratings for Scale III, the lowest for instructor, showed significant decline during semester II, 1994-95, probably hitting a low ceiling during semester I, indicative of lowest student support for instructor's ability to evaluate student performance.

Table V lists average (mean) ratings of students at four PAAET colleges for the six scales.

Table V: Mean Scores for Scales by College

SCALE / COLLEGE	Mean Scores in 1993-94				Mean Scores in 1994-95			
	Lowest	Med. low	Med. Hi	Highest	Lowest	Med. Low	Med. Hi	Highest
I. Time Management	3.8092 TS	3.8781 BS	3.8887 BE	4.2250** HS	3.9583 BS	4.0224 TS	4.0452 BE	4.0897** HS
II. Student-Instructor Relations	4.0499 TS	4.1495 BE	4.2079 BS	4.4255** HS	4.2567 BS	4.2575 TS	4.2679 HS	4.3364** BE
III. Eval. of Student Performance	3.7474 BE	3.8559 TS	3.9401 BS	4.1728** HS	No Sign.	Differenc		
IV. Presentation of the Course	3.8952 TS	4.0162 BE	4.0905 BS	4.3366** HS	4.1030 TS	4.1653 BS	4.1934 HS	4.2068** BE
V. Preparation for the Course	3.7159 TS	3.7807 BS	3.9901 BE	4.1874** HS	3.8385 TS	3.8480 BS	4.0965 HS	4.1014** BE
VI. Use of the Course Material	3.3248 TS	3.4040 BS	3.4602 BE	3.8790** HS	3.4428 BS	3.5198 TS	3.5747 BE	3.7865** HS
TOTAL: Questionnaire	3.7682 TS	3.8742 BE	3.8826 BS	4.2028** HS	3.8870 TS	3.9236 BS	3.9932 HS	4.0088** BE

*P<.05 **P<.01 BE: Basic Education BS: Business Studies
TS: Technological Studies HS: Health Sciences

The results of one-way ANOVA test indicate wide differences among ratings assigned at four colleges. The ratings of TS students were the lowest in both academic years. The ratings of BE students were medium low during 1993-94 but became the highest during 1994-95. The ratings of HS students which were the highest in 1993-94, became medium high in 1994-95 below those of BE students. Ratings of BS students stayed in the middle during both years, medium high in 1993-94 and medium low in 1994-95.

The ratings during 1994-95 were more in line with research findings that courses requiring quantitative knowledge such as engineering and mathematics (mainly taught at TS and BS) received lower ratings than those in humanities, arts, and social studies (taught mainly at BE) (Feldman, 1978 and Cashin, 1990).

Table VI lists average (mean) ratings assigned by male and female students.

Table VII: Mean Scores for scales by students' gender

STUDENT GENDER	Mean Scores in 1993-94				Mean Scores in 1994-95			
	Semester I		Semester II		Semester I		Semester II	
SCALE	Male	Female	Male	Female	Male	Female	Male	Female
I. Time Management	3.8174	3.8813*	3.9979	3.9236**	4.0046	4.0374	4.0214	4.0114
II. Student-Instructor Relations	4.1065	4.1497	4.2823	4.1804**	3.3170	3.3114	4.3569	4.2308**
III. Eval. of Student Performance	3.8618	3.8067	4.1146	3.8194**	4.1102	4.0063**	4.1113	3.9000**
IV. Presentation of the Course	3.9693	4.0277**	4.2002	4.0282**	4.2106	4.1749	4.2498	4.1202**
V. Preparation for the Course	3.7563	3.9005**	3.8781	3.9654**	3.9040	3.0030**	4.8775	4.0604**
VI. Use of the Course Material	3.4340	3.4308	3.5668	3.4429**	3.5916	3.5273*	3.5861	3.5470
TOTAL: Questionnaire	3.8152	3.8646*	4.0049	3.8931**	3.8972	3.9377	4.0332	3.9796*

*P<.05 **P<.01

The results of one-way ANOVA test indicate that the differences between the ratings by male and female students were larger in 1993-94, females assigning higher ratings during semester I to three scales, and lower ratings during semester II to all the scales except Scale V: Preparation for the Course, which they rated higher. However, the trend of lower ratings by female students continued during 1994-95, assigning lower ratings to scales III and V during both semesters; and to scale VI during semeter I, and to scales II and IV during semester II.

IV. Results by Student Advisement (SA):

A special SA questionnaire containing 17 multiple-choice items, and using the same scale as the one in CI, was administered to 1963 students (32% males and 68% females; 36% from BE, 36% from BS, 18% from TS, and 10% from HS) during semester II, 1994-95. The administration took place during the second month of the semester following a special period for student advisement during which a student could add a course or more to the ones for which he/she had registered at the beginning of the semester, or drop one or more.

The reliability (alpha) of the questionnaire was in mid 90s, similar to the CI reliability coefficient. The item-questionnaire intercorrelation coefficients ranged from low 50s to mid 80s, all highly significant ($P < .01$).

Table VII presents mean ratings of the male and female students as well as those of the students at the four PAAET colleges, listed in ascending order by ratings of the male students.

Table VII: Mean ratings by student sex and college

ITEM No.	Text	Mean Scores Males	Females	Mean Scores by PAAET College Lowest	Med. Low	Med. High	Highest
09.	Info. on advisory services at college/PAAET	2.4237	1.9262**	1.8467 BE	1.8701 BS	2.5533 TS	2.8842** HS
08.	Follow up on students' academic progress	2.5009	2.0541**	1.8958 BS	2.0207 BE	2.7818 TS	2.8274** HS
10.	Solve students' academic and personalproblems	2.7447	2.300**	2.2218 BS	2.2449 BE	2.8793 TS	3.1159** HS
04.	Knowledge of students' acadmic needs	3.0758	2.9959	2.7377 BE	2.8664 BS	3.4661 TS	3.7596** HS
05.	Answer questions relating to future career prospects	3.0957	2.9518	2.7227 BS	2.7807 BE	3.4679 TS	3.7880** HS
15.	Prodvide accurate information in advising	3.1049	2.8850**	2.6275 BE	2.7852 BS	3.4465 TS	3.7380** HS
12.	Encourage students to make own decisions	3.1525	2.8955**	2.7042 BE	2.8124 BS	3.4583 TS	3.6011** HS
02.	Keep up-to-date with college rules and and course offerings	3.2535	3.2002	2.9655 BE	3.1417 BS	3.6527 TS	3.7863** HS
01.	Keep appointments made in advance	3.3017	3.1107*	2.8212 BS	3.0658 BE	3.6617 TS	3.9278** HS
07.	Prepare course schedule compatible with student needs	3.3076	3.1161*	2.8016 BE	3.0312 BS	3.7147 TS	3.9948** HS
06.	Knowledge of required and elective major courses	3.5309	3.5529	3.3612 BE	3.4173 BS	3.8772 TS	4.0053** HS
03.	Keep accurate files on student progress	3.5413	3.8675**	3.5805 BE	3.6762 BS	4.0734 TS	4.1602** HS
17.	Students wish to choose the same advisor next semester	3.5989	3.6236	3.4279 BE	3.5813 BS	3.7994 TS	4.0988** HS
14.	Seek help when unable to solve student problem by him/herself	3.8944	3.7378	2.5241 BE	2.5616 BS	3.2734 TS	3.5394** HS
Total:	Questionnaire	3.0975	2.9661*	2.7764 BE	2.8563 BS	3.4108 TS	3.6556** HS

*P<.05 **P<.0 BE: Basic Education TS:Technological Sdudies
BS: Business Studies HS: Health Sciences

The rank order of the mean ratings indicate that the advisors were rated lowest on providing information on advisory services, following -up on student academic progress, solving students' academic and personal problems, and having knowledge of the students' academic needs. On the opposite end, advisors were rated highest on seeking help when unable to solve student problem by him/herself, keeping accurate records of student progress, having knowledge of optional and required major courses, and keeping up-to-date with the rules and regulations and course offerings.

The results of one-way ANOVA test indicate that female students rated the advisory services lower than their male counterparts. Nine out of the 17 items were rated significantly lower by females and they included: instructor's information on advisory services, following up on students' academic progress, solving students' academic and personal problems, providing students with accurate information during advisement, encouraging students to make decisions for themselves, keeping appointements made in advance, and preparing a course schedule compatible with student needs. Females rated higher advisor's ability to keep accurate files on student progress.

Ratings for advisory services were generally lowest at BE and BS and highest at HS. While BE and BS have interchanged places for the lowest ratings, HS students have rated the student advisement the highest, followed by TS students in the second place, higher than the ratings at both BE and BS. The smaller average class size (20.0 at TS and 15.6 at HS, compared to 32.8 at BS and 25.8 at BE) and lighter

average course load (2.85 at HS and 3.56 at TS compared to 4.26 at BE and 3.66 at BS), probably contributed to higher student ratings for student advisement. That is, instructors at TS and HS probably had more time available for student advisement than did instructors at the other two colleges.

Discussion of the Results:

The study presents student viewpoints on instructor's ability to organize and teach the assigned courses during a semester and to advise students.

The ratings are negatively skewed; that is, almost none of the instructors were rated below average. Such a rating pattern may fail to reflect the real quality of course and intructor evaluation; rather it may reveal students' expectation of getting high grades in the course. One way to find out is to correlate a student's present grade-point-average and/or expected final grade in the course with the rating he/she assigns to the instructor for teaching the course.

Secondary school graduates who score above a cut-off point on the Secondary School Certificate Examination usually become eligible for a government scholarship to study abroad. However, male graduates are more likely to benefit from such scholarships mainly because of certain restrictions imposed by families on women Traditionnally, a woman can only travel abroad if accompanied by a close male relative: father, brother, husband, etc. Such restrictions are usually not applied to men travelling abroad. Similarly, women may not be allowed by some families to attend Kuwait University (coeducation) because they may object to women setting next to men in the same

classroom with men. Because of such restrictions, female students at PAAET colleges may have graduated from secondary schools with higher GPAs than their men counterparts. Becauce of positive correlation reported in research studies between secondary school GPAs and a student's grades at college, the female students may be among high achievers and, probably, more critical of the teaching-learning practices at PAAET.

The out-dated methods of student registration, slow and late start of the semester, and rush by certain faculty members to teach the largest number of courses mainly for monitary benefits, may be the main reasons leaving the instructor with insufficient time to space out the course material and cover it.

The concept of student advisement is generally limited to academic advisement mainly dealing with what course(s) to keep, drop, or add, following the course registration at the beginning of the semester. Student advisement is rated lower than teaching probably because the students do not earn grades for advisement and thus it has little role in the assessment of their performance in the courses they take.

Low ratings of the anticipated use of student advisement for future career prospects may also reflect lack of interest in it among students. The students usually graduate to a government job with fixed salary and traditional promotion rules that rely more on number of years on the job than on the merit of the employee for performing the job well.

Students' low ratings for the procedures and instruments used to evaluate student performance in a course, and for the anticipated use of the course materials in a student's life after graduation, raise questions about the ability of the learning experience to provide students with life-long experiences. Poorly planned and prepared essay and objetctive tests are likely to leave considerable room for subjectivity in assinging grades.

In an earlier study at Kuwait University, Safi and Miller (1986) obtained similar results, that is, higher student ratings for Part II (Instructor) than for Part I (Course), as well as during semester II than semester I. Probably toward the end of the school year the picture of the instructor, as an authority figure, becomes more mentally visible to the students as they fill out the questionnaire. Similarly, the inclusion of "instructor" in an item may make a student rate the item higher than the one not containing the term. For example, item 2 in Part I and item 1 in Part II deal with the same issue "interrelation among course topics" but the one in Part II was rated higher than the one in Part I, indicating that student ratings may be "primarily a function of the instructor who teaches a course rather than the course being taught" (Marsh, 1987).

Merely having reliable data in no way ensures that information from faculty evaluation would be used appropriately or effectively. Theall and Franklin (1990) argue that student ratings may be of little use if the results are dissiminated without regard as to how they may be used or by whom. Therefore, whether or not student ratings provide useful information depends on the ability and willingness of the participating parties to use them appropriately.

Student ratings can be used for both formative and summative purposes (Seldin, 1989). Seldin argues that, faculty evaluation that begins to provide feedback for the purpose of facilitating professional growth and development, almost always end up serving a summative purpose as well. That is, sooner or later, a faculty member decides to submit his/her evaluation report to the department head or college dean for promotion, renewal of contract, raise in salary, etc.

However, in the absence of a well defined policy and guidelines to regulate the use of the results; it is strongly recommended that an institute limit the use of faculty evaluation information to only formative purposes, concentrating on providing professional development programs for faculty members.

For its successful planning and implementation, the faculty evaluation project needs to enable the faculty members to recognize their strong points and remedy their weaknesses in performance on teaching, student advisement, and other academic activities. An instructor must be encouraged to trust the sources that provide information, accept their constructive criticisms, and work together with them to improve his/her academic performance.

The success of faculty evaluation project, however, is likely to remain limited unless the faculty members and the sources that provide information become truly "intrinsically motivated" to seek major source of rewards in the activity itself rather than in the monitary benefits, or in other external sources such as promotions, salary increments, renewal of contracts, etc.

Student ratings provide only a part of information needed for formative and summative decisions. Informed decissions, therefore, ought to be based on additional information provided about different aspects of the academic performance by various involved parties such as students, faculty him/herself (self-evaluation), colleagues, administrators especially department head, and academic committees

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